

# 2020 reimagine conference

## Agenda

**Tuesday, October 13, 2020**

**8:30am Welcome and Opening Session**

**9:00am Keynote Address**

**ACEs as a Community Development/Public Health Issue** ● ●

*Dr. Joanne Klevens, MD, PhD*

This session will present the prevalence of ACEs and explain the mechanisms through which ACEs leads to risky health behaviors, chronic and infectious diseases, learning problems, and diminished life opportunities. It will describe strategies for preventing and remediating ACEs based on the best available evidence.

Learning Objectives:

1. Understand what Adverse Childhood Experiences are, their prevalence, and negative outcomes.
2. Understand the mechanisms through which ACEs results in multiple negative outcomes
3. List five strategies for preventing ACEs

### Breakout Sessions

**10:15am**

**Equine Assisted Psychotherapy: Eagala Model and how this experiential therapy helps heal & transform trauma** ●

*Stacey Garcelon, M.Ed. NCC*

This presentation gives information about an innovative and growing modality: Eagala Model equine-assisted psychotherapy AND how effective and efficient it is in treating and transforming trauma into resiliency through experiences with horses. It will identify how trauma informed principles are incorporated throughout the Eagala model and how this experiential therapy provides clients with the opportunity to transform adverse childhood experiences not just cognitively, but also through incorporating body movement, all five senses, and connection with another sentient being. Eagala provides another tool for counselors in affecting transformation and healing; especially with clients who are normally resistant to traditional therapy. As an experiential approach that focuses more on non-verbal interventions, it has been especially useful in working with diverse cultures and languages where expressing family issues in a formal office setting may not be culturally appropriate or relevant

Trauma-Informed principles: 1. Safety 2. Trustworthiness and transparency 3. Peer support 4. Collaboration and mutuality 5. Empowerment, voice and choice 6. Cultural, Historical, and Gender Issues

Eagala Model: 1. Team approach (mental health professional, equine specialist & horses) 2. Ground based (no riding or horsemanship needed) 3. Solution oriented (participants find their own solution) 4. Ethics (governed by professional ethics)

Learning Objectives:

1. Upon completion, participant will be able to discuss the application of the Eagala Model to trauma/mental health/ACEs
2. Upon completion, participant will be able to identify goals and standards of the Eagala Model
3. Upon completion, participant will be able to describe the Eagala Model and how it differs from other forms of equine therapy

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## **Helping Our Children and Community by Being Trauma-Informed** ●

*Carol Dahlen*

Adverse Childhood Experiences (ACE's) can have life-long and devastating impact on children. The physiological, psychological, and emotional development of children can be compromised by caregivers, and or other adults through neglect, abuse, and mistreatment. Chronic patterns of maltreatment potentially cause deficits in the mental, emotional, and physical well-being of children and young adults. A ripple effect that produces problematic behaviors in schools, and health burdens for our communities. Becoming trauma-informed and creating partnerships across sectors can help alleviate the behavioral issues of schoolchildren, support the overwhelmed parent, and decrease the rising population of youth who are being incarcerated. "Helping Our Children and Community by Being Trauma-Informed" session offers an understanding of trauma's adverse impact on children and how simple strategies and language can help alleviate the effects.

### Learning Objectives:

1. The connection between trauma and health
2. Interventions that can be used in various environments
3. A deeper understanding of ACE's and trauma

**11:30am**

## **Broken Places Film Screening and Discussion** ●

*Facilitated by Anna Schoon, MA, CCAP, NCRT*

**"The world breaks everyone and afterward many are strong at the broken places."**

**~Ernest Hemingway, A Farewell to Arms**

Why are some children permanently damaged by early adversity while others are able to thrive? To help answer this question, filmmaker Roger Weisberg dug into his extensive film archives to update a few of the stories of the abused and neglected children he filmed decades ago. Viewers are given a unique time-lapse perspective on how the trauma that these children experienced shaped their lives as adults. BROKEN PLACES interweaves these longitudinal narratives with commentary from a few nationally renowned experts in neurobiology and early childhood development in order to illuminate the devastating impact of childhood adversity as well as the factors that can foster resilience.

## **Leveraging Community Development For Healing & Resilience** ●

*Ruben Cantu*

Elevating rates of despair force us to take a broader approach to identify what drives conditions and challenges including depression, anxiety, opioid misuse, and suicide. Community environments – the social, physical, and economic conditions in communities – have a tremendous influence on the stressors that people experience in their daily lives. We all recognize that where you live, work, play, and learn has the ability to predict health outcomes and life expectancy. It is critical that as multiple sectors explore opportunities to advance community wellbeing that we identify opportunities to align strategies to create a more sustainable impact on mental health and wellbeing.

Community development partners can tap into community voices and hold assets that help sectors like public health and healthcare foster hopefulness, dignity, respect, and safety through a resilience lens. While community development is often viewed as a partner to help improve the physical and economic potential of communities, it can also be a mechanism to facilitate healing and resilience. Using the Tool for Health and Resilience in Vulnerable Environments (THRIVE) and Adverse Community Experiences and

Resilience frameworks, and Prevention Institute's emerging Pillars of Wellbeing, this presentation will explore how to leverage a systems approach to strengthen community development's efforts to protect the health and wellbeing of individuals and communities and build resilience.

The session will be structured around case examples and facilitated discussion. Content will be organized around a recent article in the Federal Reserve Bank of San Francisco's Community Development Innovation Review, Catalyzing Community Action for Mental Health and Wellbeing, which focuses on mental health and community development. Discussion will focus on answering the question: How can the resources of mental health, public health and community development be aligned to address community determinants and facilitate healing and resilience across communities?

Learning Objectives:

1. Understand the impact of community conditions on mental health, wellbeing, and resilience.
2. Identify three to five skills across the community development and public health sectors to advance an integrated trauma informed system approach to improve wellbeing.
3. Describe two strategies to foster community resilience.

**COVID-19 and Traumatic Stress**

*Dr Kalyani Gopal, PhD, HSPP*

The ROAR helpline was created by the team at SAFE Coalition for Human Rights with local partners to provide wrap around support for individuals experiencing traumatic stress due to the COVID-19 mental, physical and financial crises. We have helped Seniors who are home-bound and isolated and families struggling with housing and food insecurities. And, first responders struggling with intensity of acute stress and depression. The presenters will discuss the value of community engagement and volunteerism.

**1:15pm**

**Traumatic Experience In The Workplace: Individual and Organizational Responses** ●●

*Jeannette Waagemakers Schiff, PhD*

Organizations serving people vulnerable to homelessness have begun to report high rates of sick leave, stress leave and long-term disability leave in their work force. One large organization received notice that its disability insurance policy will not be renewed because of these high rates. Another reports sick leave due to stress at 20% of the work force. Traumatic stress is identified as more problematic than burnout for these workers. Thus there is a pressing need to identify the responses that organizations can take to protect workers from added traumatic stress and differentiate it from a separate dynamic of burnout, in order to continue to fulfill their work responsibilities. On a more theoretical and conceptual level, data in this presentation supports the fact that traumatic stress, and vicarious traumatization in staff are the same phenomena and need to be treated similarly.

Learning Objectives:

1. Participants will be able to differentiate burnout, vicarious traumatization and traumatic stress
2. Participants will identify key factors related to decrease in traumatic stress
3. Participants will understand issues linking traumatic stress in staff and trauma-informed organizational practices.

**1:30pm**

**An Executive Functioning Coaching Approach: Addressing the Trauma of Living in Poverty** ●●

*Ginger Engelman-Haggerty, Senior Associate*

*Jim Verhoye, PhD*

Being trapped at the bottom has serious consequences. Science tells us that living in poverty significantly raises the likelihood of dropping out of school, becoming incarcerated, a single-parent, homeless, and

even dying at a much earlier age. It also tells us in increasingly compelling terms that the trauma of living in poverty affects how our brains develop, how we think and behave when we are subjected to stress, and therefore how well we navigate the many challenges involved with getting ahead.

This session is designed to introduce attendees to an innovative evidence-based executive functioning informed model, Mobility Mentoring®. Mobility Mentoring is a participant centric model that uses contextualized long-term planning, goal setting tools, and coaching techniques to reinforce skills and pathways from poverty. This model is designed to mitigate the impact of the high levels of stress caused by poverty, trauma, and oppression. Presenters will distill the growing body of research on how toxic stress and trauma, often experienced by people living in poverty, impact executive functioning skills and will highlight how learnings from this research can be applied, using a Mobility Mentoring model, in various settings to generate increased economic mobility for individuals and families.

Learn how two organizations use an evidence-based innovative executive functioning informed approach, Mobility Mentoring®, to partner with individuals to achieve economic mobility. This participant centric model uses contextualized long-term planning, goal setting tools, and coaching techniques to reinforce skills and pathways from poverty. Representing program models in Minneapolis, MN and Boston, Massachusetts, presenters will introduce attendees to the four essential elements of the Mobility Mentoring model and share strategies, lessons learned, and techniques of how two organizations have implemented the Mobility Mentoring model to create pathways of economic mobility for individuals experiencing trauma of living in poverty. Finally, presenters will demonstrate how each organization has adapted the tools and approaches to best partner with their participants in different geographic areas and program designs.

Learning Objectives:

1. Increase understanding of how chronic stress and trauma of living in poverty can affect the brain, therefore compromising our executive functioning skills and impacting our self-efficacy.
2. Concrete strategies and tools to consider modifying existing program design and environments to support executive functioning skills.
3. Tips, considerations, and strategies to effectively implement a goal-based coaching model into various programmatic environments.

**Cracked Up Film Screening and Discussion •**

*Facilitated by Leslee Scott, BS, MSW '21*

In *Cracked Up*, director Michelle Esrick's Award-winning documentary, we witness the impact that childhood trauma can have across a lifetime through the incredibly courageous and personal story of comedian, actor and Saturday Night Live legend Darrell Hammond. Renowned for his impressions of Bill Clinton, Sean Connery and hundreds more, Hammond wowed SNL audiences for a record-breaking 14 seasons. Although Hammond performed brilliantly on live TV, behind the scenes he suffered from debilitating flashbacks, self-injury and addictions, symptoms which were misdiagnosed by over 40 doctors as mental illnesses, including: multiple personality disorder, manic depression and schizophrenia. Not until a suicide attempt that brought Hammond together with Dr. Nabil Kotbi, was he properly diagnosed and treated, unleashing the memories his brain had locked away for over 50 years.

Esrick, gracefully weaves together comedy and tragedy, helping us to understand the biological effects of childhood trauma in a new light. Breaking down barriers of stigma and replacing shame with compassion and hope, *Cracked Up* reveals what is possible when science meets the human spirit.

*Cracked Up* is a rallying cry to be part a movement that is transforming our communities one by one to become trauma informed.

**2:30pm**

**Deep Listening**

*Sarah Buffie MSW, LSW* ●

This session will focus on deepening relational resilience: the capacity to be in safe relationship with self and others. Over the course of our time together we will explore how deep listening is a trauma responsive tool as well as a key for successful organizational and community development. When we experience trauma we are left with a sense of feeling unsafe, unseen and unheard. Together we will engage in a practice space that allows us to build the skills necessary to support self and others to feel safe, seen and heard.

**2:45pm**

**ACEs and Human Trafficking: The SAFE Village Panel** ● ●

*Dr Kalyani Gopal, PhD, HSPP*

*Pastor Charles Strietelmeier*

*Mark Price*

Most trafficking victims have between 3-10 ACEs and when victimized have a mental illness trajectory accompanied by homelessness, substance abuse and suicidality. The SAFE Village Project is developed by clinicians and survivors as a restorative healing survivor centered holistic program. Components will be discussed by the panelists.

Learning Objectives:

1. Gain knowledge about intersection of ACEs and Human Trafficking
2. Recognize how trafficked victims receive ACE informed treatment
3. Understand two ways in which ACEs are related to Trauma

# 2020 reimagine conference

## Agenda

Wednesday, October 14, 2020

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### Breakout Sessions

9:00am

#### **Superhero Training - Implementing Social Emotional Learning in the Public Schools** ●

*Robin Sizemore*

Superhero Training and Supply, Inc. is a non-profit social emotional learning organization using yoga, mindfulness, and creative arts for youth to address depression, anger, anxiety and stress. We train students (and adults!) to be superheroes by learning about their brains as well as breathing and movement techniques so they can help others. This session will share our successes in Hammond using SEL with students and adults.

##### Learning Objectives:

1. Learn some breathing techniques
2. Learn some brain breaks
3. Call to action: how can you help?

#### **Homelessness as Trauma in the Black Family** ●

*Ashley D. Gilmore, MS, ED, MFT, LCMHCA, NCC*

Annually, 40% of people experiencing homelessness are black, despite making up only 13% of the total population. As mental health providers, how can we increase awareness around the plight of homelessness as trauma in African American families? What role do we play in creating effective interventions for families who suffer far greater than white families? Presented in narrative format, the goal is to help understand the role of clinicians with homeless shelters.

##### Learning Objectives:

1. Increase awareness of homelessness and the subsequent stressors that surround homelessness
2. Discuss the need for mental health professionals and the creation of interdisciplinary teams in homeless shelters with the use of case studies
3. Employing case studies that include interventions and strategies for clinicians to connect with homeless families through their trauma

#### **Resilience Film Screening and Discussion** ●

*Elaine Spicer, MSW, LCSW*

**"The child may not remember, but the body remembers."**

Researchers have recently discovered a dangerous biological syndrome caused by abuse and neglect during childhood. As the documentary Resilience reveals, toxic stress can trigger hormones that wreak havoc on the brains and bodies of children, putting them at a greater risk for disease, homelessness, prison time, and early death. While the broader impacts of poverty worsen the risk, no segment of society is immune. Resilience, however, also chronicles the dawn of a movement that is determined to fight back. Trailblazers in pediatrics, education, and social welfare are using cutting-edge science and field-tested

therapies to protect children from the insidious effects of toxic stress—and the dark legacy of a childhood that no child would choose.

**10:15am**

**ACEs in the Workplace** ●

*Natalie Kirk*

Adverse Childhood Experiences, or ACEs, can have a lasting impact on a person's health and long-term functioning. This workshop will introduce ACEs, examine the ways that ACEs can impact the workplace, and provide strategies to help adults with ACEs succeed and thrive.

Learning Objectives:

1. What ACEs are
2. How ACEs impact everyone in the workplace
3. What everyone can do to make the workplace more inclusive

**10:45am**

**Revising ACEs to Address Complex Trauma** ● ●

*Dr Kalyani Gopal, PhD, HSPP*

ACEs were initially developed by Vincent Felitti, MD and Robert Anda, MD. This revision is based on clinical practice and current research for childhood adversity applicable to adults with mental illness. The ACEs-R is a questionnaire developed by Dr Gopal, Dr Gremley and Dr Felitti. Between March and June 2020 the pilot study was conducted in the Mid-America Psychological & Counseling Services, PC and the Mid-America Mental Health Clinics in Indiana and Illinois. Preliminary results will be shared with the participants.

Learning Objectives

1. Gain knowledge about ACEs and ACEs-R
2. Able to disseminate the findings of the ACEs-R Indiana Study
3. Understand two ways in which ACEs are related to Trauma

**12:15pm**

**After the Race: 2020 and Beyond** ●

*Ronnie Matthew Harris*

This session is an exploration into Racial Uplift, Uprisings, and the 2020 Race for the White House. Topics will include, but not limited to: Intra-racial conflict in LMI Black Communities, Martin Luther King's death bed vision of Economic Inclusion, and Political Race Baiting in 2020. Focusing particularly on local/regional socio-economic, racial and political developments and divides, this up-close and personal session profiles the past, present and future of race and its implications for us as a nation.

**Teach Like Their Lives Depend On It: An Introduction** ●

*Leah Kyaio*

A learning experience designed for extraordinary educators interested in expanding their practice in student led learning, trauma informed practice, high poverty impact, and social emotional learning. This unique opportunity includes immersion, dissection, and performance to learn, understand, apply, and evaluate the skills and strategies experienced and taught. Together we will learn through the tools, about the research, and how to use and adapt them for the students we serve. This is how we continue to create trauma sensitive classrooms, schools, and communities.

Learning Objectives

1. Understand & integrate what we know about brain research to support students experiencing learning challenges related to trauma and poverty
2. Learn to engage and support self-regulation, management, and agency
3. Learn and practice skills & tools of social-emotional learning, trauma informed practice, resiliency building, and adaptation

### **Resilience: Using Laughter to Combat Stress** ●

*Dawn Thurmond*

Working in a trauma-informed environment, we do our best as professionals to help others navigate their stress. It's important then when working with clients who experience trauma, direct service providers be aware of their own stressors. Those who work in direct service, often experience stress at a higher rate. While stress in and of itself is not preventable, the ways in which we deal with it are within our control. This interactive session teaches participants how to identify their stressors and how to implement techniques to de-stress their day while building a sense of team and fun. The workshop contains a mixture of facilitated information, partner dialogue and interactive physical movement using laughter exercise and guided meditation. Session is appropriate for all levels of ability.

#### Learning Objectives:

1. Participants will have a better understanding of their stress and of the impact on their health
2. Participants will learn 2-3 de-stress techniques including breathing exercises, stretching, and laughter exercise to help provide instant stress relief
3. Participants will have a better understanding of the impacts of stress in their work environment, including how to identify when stress is present in others

### **1:30pm General Closing Session**

#### **Getting a Sense of It**

*La Shanda M. Sugg, LPC*

It is not uncommon to attend a conference, hear and see many inspiring things, and still leave confused about next steps. This workshop, led by trauma specialist, La Shanda Sugg, LPC, will assist participants in organizing their thoughts and preparing to implement what they learned throughout the conference in their organizations and lives. You will not want to miss this opportunity to spring into action and be motivated!

Participants will:

- Participate in grounding exercises
- Identify key takeaways from the conference
- Leave with practical next steps